



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

**World History and Geography
to 1500 A.D.**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

World History and Geography to 1500 A.D. Sample Scope and Sequence

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Deputy Superintendent

M. Kenneth Magill

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Secondary Instructional Services

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Colleen C. Bryant, History and Social Science Specialist

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 World History and Geography to 1500 A.D. Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

World History and Geography to 1500 A.D. Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understandings, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

World History and Geography to 1500 A.D. Sample Scope and Sequence

Introduction

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the standards established for World History and Geography to 1500 A.D. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual style, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should be viewed as only one way to implement the curriculum.

World History and Geography to 1500 A.D. Sample Scope and Sequence

World History and Geography to 1500 A.D. Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Geography Skills (Incorporate into the curriculum throughout the instructional year.)	WG.1a, c, d, e; WG.2b, c; WG.3a, b, c; WG.5; WG.6; WG.11a, b, c
Paleolithic Era to Agricultural Revolution	WHI.1a, b, c, e; WHI.2a, b, c, d
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush	WHI.1a, b, c, e; WHI.3a, b, c, d, e
Cultures of Persia, India, and China	WHI.1a, b, c, d, e; WHI.4a, b, c, d, e, f
Ancient Greece	WHI.1a, b, c, d, e; WHI.5a, b, c, d, e, f, g
Ancient Rome 700 B.C. to 500 A.D.	WHI.1a, b, c, d, e; WHI.6a, b, c, d, e, f, g, h, i, j, k
Byzantine Empire and Russia 300 to 1000 A.D.	WHI.1a, b, c, d, e; WHI.7a, b, c, d, e
Islamic Civilization 600 to 1000 A.D.	WHI.1a, b, c, d, e; WHI.8a, b, c, d
Europe during the Middle Ages 500 to 1000 A.D.	WHI.1b, c, d, e; WHI.9a, b, c
Eastern Hemisphere	WHI.1a, b, c, d, e; WHI.10a, b, c, d
Mayan, Aztec, and Incan Civilizations	WHI.1b, c, d, e; WHI.11a, b
Late Medieval Period	WHI.1a, b, d, e; WHI.12a, b, c, d
Renaissance	WHI.1a, b, d, e; WHI.13a, b, c, d

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The 1995 Standards of Learning test blueprint for World History to 1500 A.D includes six questions from the geography skills reporting category and twelve questions from the geography knowledge and concepts reporting category. The blueprint indicates that questions for these categories will reflect standards 10.1a-d, 10.2a-b, 10.3a-c, 10.4, 10.5, 10.6, and 10.10 of the 1999 World Geography Standards of Learning Teacher Resource Guide. The information on pages WG 1 through WG 10 of this scope and sequence is taken from those standards.

The 2001 World History to 1500 A.D. standards will be fully implemented by school year 2003-2004. At that time the information in this document on pages WG 1 through WG 10 should be removed. New blueprints will be developed for the History and Social Science Standards of Learning tests in 2003-04 that reflect the geography skills, knowledge, and concepts identified in the 2001 World History to 1500 A.D. Curriculum Framework.

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills	Illustrate how latitude and longitude define absolute location.	WG.1a (old 10.1c)	<ul style="list-style-type: none"> Quizzes Projects 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> Audiovisual materials Education Place National Council for the Social Studies National Geographic Textbook United States Department of Education WorldNet Virginia 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities
A review of basic geography skills as they relate to the course content should occur at the beginning of the school year. These skills should be incorporated into instruction throughout the academic year.	Demonstrate how areas can be represented using a variety of scales.	WG.1a (old 10.1c)		
	Illustrate how the amount of detail shown on a map is dependent on the scale used.	WG.1a (old 10.1c)		
	Demonstrate how a compass rose (directional indicator) identifies map orientation.	WG.1a (old 10.1c)		
	Demonstrate the following geographic concepts: <ul style="list-style-type: none"> Scale Latitude Longitude Relative location Orientation 	WG.1a (old 10.1c)		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Demonstrate how a map is a visual representation of geographic information.	WG.1c (old 10.1d)		
	Demonstrate the following standard ways that maps show information: <ul style="list-style-type: none"> · Symbols · Color · Lines · Boundaries · Contours 	WG.1c (old 10.1d)		
	Identify and show the following major types of thematic maps: <ul style="list-style-type: none"> · Population (e.g., distribution and density) · Economic activity · Resource · Language · Ethnicity 	WG.1c (old 10.1d)		
	Demonstrate how maps reflect changes over time.	WG.1d (old 10.1b)		
	Illustrate how all maps are distorted representations of the Earth's surface.	WG.1e (old 10.1a)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Demonstrate how different map projections are developed for specific purposes.	WG.1e (old 10.1a)		
	Demonstrate the following map projections: <ul style="list-style-type: none"> · Mercator · Polar · Robinson 	WG.1e (old 10.1a)		
	Illustrate how the following aspects of the Earth can be distorted: <ul style="list-style-type: none"> · Area · Shape · Distance · Direction 	WG.1e (old 10.1a)		
	Demonstrate the ways in which the following map projections can be used: <ul style="list-style-type: none"> · Mercator—Ship navigation · Polar—Airline navigation · Robinson—Data representation 	WG.1e (old 10.1a)		
	Explain that humans both influence and are influenced by their environment.	WG.2b (old 10.2a)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Describe how the following physical and ecological processes have shaped the Earth's surface: <ul style="list-style-type: none"> · Earthquakes · Floods · Volcanoes · Erosion 	WG.2b (old 10.2b)		
	Illustrate how humans can impact the environment through water diversion. Use the Aswan High Dam as an example.	WG.2b (old 10.2a)		
	Illustrate how humans can be influenced by their environment through: <ul style="list-style-type: none"> · Settlement patterns · Agricultural activity 	WG.2c (old 10.2a)		
	Describe how technology has expanded people's capability to modify and adapt to their physical environment.	WG.2c (old 10.2b)		
	Describe the influence of technology on agriculture. Use fertilizers as an example.	WG.2c (old 10.2b)		
	Illustrate how regions are areas of Earth's surface which share unifying characteristics.	WG.3a (old 10.3a)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Demonstrate how regions may be defined by physical or cultural characteristics.	WG.3a (old 10.3a)		
	Explain how regional labels may reflect changes in people's perceptions.	WG.3a (old 10.3a)		
	Explain that regions are used to simplify the world for study and understanding.	WG.3a (old 10.3a)		
	Describe some cultural regions that reflect change in perceptions. Include Islam.	WG.3a (old 10.3a)		
	Demonstrate how regional landscapes reflect cultural characteristics of their inhabitants. Use the following areas and examples: <ul style="list-style-type: none"> • Architectural structures <ul style="list-style-type: none"> – Religious buildings (e.g., mosques, churches, temples, pagodas) • Statues and monuments of local, national, or global historical significance <ul style="list-style-type: none"> – Kaaba (Mecca) – Western Wall (Jerusalem) – Dome of the Rock (Jerusalem) 	WG.3b (old 10.3c)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Describe how cultural differences can link or divide regions.	WG.3c (old 10.4)		
	Explain how the following examples of cultural characteristics link or divide regions: Language <ul style="list-style-type: none"> • Arab world—Arabic Religion as a unifying force <ul style="list-style-type: none"> • Hinduism • Buddhism • Christianity 	WG.3c (old 10.4)		
	Demonstrate how population distribution is described according to location and density.	WG.5 (old 10.5)		
	Demonstrate how characteristics of human populations differ over time and from region to region.	WG.5 (old 10.5)		
	Illustrate how population growth rates are influenced by human, environmental, economic, and political factors.	WG.5 (old 10.5)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Describe the following factors that influence population distribution: <ul style="list-style-type: none"> Natural resources (oil, arable land, water) Conflicts (refugees) 	WG.5 (old 10.5)		
	Describe the following characteristics of human populations: <ul style="list-style-type: none"> Birth and death rates Language Religion 	WG.5 (old 10.5)		
	Explain that migrations occur because of social, political, and environmental factors.	WG.6 (old 10.6)		
	Explain that migrations have influenced cultural landscapes.	WG.6 (old 10.6)		
	Using the following information, explain how social, economic, political, and environmental factors influenced migration: Push factors <ul style="list-style-type: none"> Overpopulation Religious persecution Agricultural decline Conflict Natural hazards—Droughts, floods, volcanic eruptions 	WG.6 (old 10.6)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	(How social, economic, political, and environmental factors influence migration continued) <ul style="list-style-type: none"> Political persecution Limits on personal freedom Pull factors <ul style="list-style-type: none"> Religion Arable land 			
	Using the following information as a guide, explain how migration influences cultural landscapes: <ul style="list-style-type: none"> Language Customs/traditions 	WG.6 (old 10.6)		
	Explain that patterns of urban development occur according to site and situation.	WG.11a (old 10.10)		
	Describe, using the following information as a guide, how site and/or situation affect urban development: Examples of site (local characteristics) <ul style="list-style-type: none"> Athens Damascus 	WG.11a (old 10.10)		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	(How site and/or situation affects urban development continued) Examples of situation <ul style="list-style-type: none"> • Baghdad • Tigris • Mecca • Samarkan, Xi'an • Cities that grew up around trade routes (the Silk Road) 			
	Explain that the functions of towns and cities change over time.	WG.11b (old 10.10)		
	Gather, classify, and interpret information.	WG.2b, c WG.3b WG.11a, b		
	Draw conclusions and make generalizations about data.	WG.2b, c WG.3b, c WG.6		
	Explain cause and effect relationships.	WG.2b, c WG.3c WG.5 WG.6		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills (continued)	Identify and interpret regional patterns on maps.	WG.2b, c WG.3c WG.5 WG.6 WG.11a, b		
	Locate areas (regions) on maps and globes.	WG.3a WG.11a, b, c		
	Analyze photographs and pictures and make inferences.	WG.3b		
	Compare and contrast differing sets of ideas, beliefs, and behaviors.	WG.3c		
	Identify primary ideas expressed in graphic data.	WG.6		
	Sequence events.	WG.11a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

This section is the beginning of the World History to 1500 A.D. Curriculum Framework. The underlined portion will be tested in school year 2001-2002, the entire document can be field tested in school year 2002-2003. The entire document, from this point forward, will be tested from school year 2003-2004 forward.

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Paleolithic Era to Agricultural Revolution	Explain that the life of early hunter-gatherer societies was shaped by their physical environment.	WHI.2a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that Homo sapiens emerged in Africa between 100,000 and 400,000 years ago.	WHI.2a		
	Explain that Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.	WHI.2a		
	Explain that early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.	WHI.2a		
	Explain that early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.	WHI.2b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Paleolithic Era to Agricultural Revolution (continued)	Describe, using the following information as a guide, the hunter-gatherer societies during the Paleolithic Era (Old Stone Age): <ul style="list-style-type: none"> · Were nomadic (migrated in search of food, water, shelter) · Invented the first tools, including simple weapons · Learned how to make fire · Lived in clans · Developed oral language · Created “cave art” 	WHI.2b		
	Explain that the beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization.	WHI.2c		
	Identify the activities of societies during the Neolithic Era (New Stone Age): <ul style="list-style-type: none"> · Developed agriculture · Domesticated animals · Used advanced tools · Made pottery · Developed weaving skills 	WHI.2c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Paleolithic Era to Agricultural Revolution (continued)	Explain that archaeologists continue to find and interpret evidence of early humans and their lives.	WHI.2d		
	Explain that archaeologists study past cultures by locating and analyzing human remains, fossils, and artifacts.	WHI.2d		
	Explain that archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts.	WHI.2d		
	Identify Stonehenge as an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.	WHI.2d		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Paleolithic Era to Agricultural Revolution (continued)	Identify major geographic features important to the study of world history.	WHI.1c		
	Analyze trends in human migration and cultural interaction.	WHI.1e		
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush	Explain that during the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.	WHI.3a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that river valleys provided rich soil for crops, as well as protection from invasion.	WHI.3a		
	Identify the location of the earliest river civilizations (about 3500 to 500 B.C.) using the following information as a guide: <ul style="list-style-type: none"> • Egyptian civilization—Nile River Valley and Delta (Africa) • Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia) • Indian civilization—Indus River Valley (South Asia) • Chinese civilization—Huang He Valley (East Asia) 	WHI.3a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush (continued)	Explain that these river valleys offered rich soils for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.	WHI.3a		
	Identify early civilizations (2000 to 500 B.C.) using the following information as a guide: <ul style="list-style-type: none"> · Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). · Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia). · Kush was located on the upper (southern) Nile River (Africa). 	WHI.3a		
	Explain that river valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.	WHI.3b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush (continued)	Describe the development of social patterns of ancient river valley civilizations using the following information as a guide: <ul style="list-style-type: none"> Hereditary rulers (dynasties of kings, pharaohs) Rigid class system, where slavery was accepted 	WHI.3b		
	Describe the development of political patterns of ancient river valley civilizations using the following information as a guide: <ul style="list-style-type: none"> World's first states (city-states, kingdoms, empires) Centralized government (often based on religious authority) Written law codes (Ten Commandments, Code of Hammurabi) 	WHI.3b		
	Describe the development of economic patterns of ancient river valley civilizations using the following information as a guide: <ul style="list-style-type: none"> Metal tools and weapons (bronze, iron) Increasing agricultural surplus (better tools, plows, irrigation) Increasing trade along rivers and by sea (Phoenicians) Development of the world's first cities Specialization of labor 	WHI.3b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush (continued)	Explain that religion was a major part of life in all early civilizations.	WHI.3c		
	Describe the religious traditions that developed in ancient civilizations using the following information: <ul style="list-style-type: none"> · Polytheism was practiced by most early civilizations. · Monotheism was practiced by the Hebrews. 	WHI.3c		
	Explain that the monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.	WHI.3d		
	Identify the origins of Judaism using the following information as a guide: <ul style="list-style-type: none"> · Abraham · Moses · Jerusalem 	WHI.3d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush (continued)	Describe the essential beliefs, traditions, and customs of Judaism using the following information as a guide: <ul style="list-style-type: none"> · Belief in one God (monotheism) · Torah, which contains written records and beliefs of Hebrews · Ten Commandments, which state moral and religious conduct 	WHI.3d		
	Describe the influence Judaism had on Western civilization using the following information as a guide: <ul style="list-style-type: none"> · Exile · Diaspora 	WHI.3d		
	Explain that language and writing were important cultural innovations.	WHI.3e		
	Identify the forms of language and writing that existed in early civilizations using the following information as a guide: <ul style="list-style-type: none"> · Pictograms (earliest written symbols) · Hieroglyphics (Egypt) · Cuneiform (Sumer) · Alphabet (Phoenicians) 	WHI.3e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient River Valley Civilizations: Egypt, Mesopotamia, the Indus River Valley, China, Hebrews, Phoenicians, and Kush (continued)	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China	Explain that Persia, built on earlier Central Asian and Mesopotamian civilizations, developed the largest empire in the world.	WHI.4a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe how the Persian rulers governed their empire using the following information as a guide: <ul style="list-style-type: none"> • Tolerance of conquered peoples • Development of imperial bureaucracy • Zoroastrianism as a religion • Road system 	WHI.4a		
	Explain that classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.	WHI.4b		
	Summarize how physical geography and location were important to the development of Indian civilization using the following information as a guide: <p style="margin-left: 40px;">Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.</p>	WHI.4b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	(Importance of physical geography and location to the development of Indian civilization continued) Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent. The Indus and Ganges were the most important rivers in the Indian subcontinent.	WHI.4b		
	Explain that the Indo-Aryan people invaded the area, creating a rigidly structured society (caste system) blended with native beliefs.	WHI.4b		
	Describe the impact the Aryans had on India using the following information as a guide. Include the importance of the caste system to Indian culture: <ul style="list-style-type: none"> · Migration, assertion of dominance · Rigid caste system (hereditary), which influenced all social interactions and choices of occupations 	WHI.4b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	Identify the accomplishments of the Gupta dynasty using the following information as a guide: <ul style="list-style-type: none"> · Golden age of classical Indian culture · Contributions—mathematics, new textiles, literature 	WHI.4b		
	Explain that during the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.	WHI.4b		
	Explain that Hinduism was an important contribution of classical India.	WHI.4c		
	Explain that Hinduism influenced Indian society and culture and is still practiced in India today.	WHI.4c		
	Identify the characteristics of the Hindu religion using the following information as an example: <ul style="list-style-type: none"> · Caste system in religious law based on occupations · Belief in many forms of one major deity · Reincarnation: Cycles of rebirth · Karma: Future reincarnation based on present behavior · <i>Vedas</i> and <i>Upanishads</i>: Sacred writings 	WHI.4c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	Explain that Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.	WHI.4d		
	Explain that Buddhism became a major faith when Asoka sent missionaries throughout Asia.	WHI.4d		
	Explain that Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.	WHI.4d		
	Identify the characteristics of Buddhism using the following information as a guide: <ul style="list-style-type: none"> · Founder: Siddhartha Gautama (Buddha) · Four Noble Truths · Eightfold Path to Enlightenment 	WHI.4d		
	Explain that classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the North. The Great Wall was built for China's protection.	WHI.4e, f		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	Explain that Chinese culture began around 1500 B.C. Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.	WHI.4e, f		
	Explain that migratory invaders raided Chinese settlements from the North. The Great Wall was built by Qin Shi Huangdi as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.	WHI.4e, f		
	Explain that the Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.	WHI.4e, f		
	Identify the contribution of classical China to world civilization using the following information as a guide: <ul style="list-style-type: none"> · civil service system · paper · porcelain · silk 	WHI.4e, f		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	Identify the contributions of Confucianism in forming the social order in China using the following information as a guide: <ul style="list-style-type: none"> · Belief that humans are good, not bad · Respect for elders · Code of politeness, still used in Chinese society today · Emphasis on education · Ancestor worship 	WHI.4e, f		
	Identify the contribution of Taosim in forming Chinese culture and values using the following information as a guide: <ul style="list-style-type: none"> · Humility · Simple life and inner peace · Harmony with nature 	WHI.4.e, f		
	Explain that Yin/Yang represented opposites for Confucianism and Taoism.	WHI.4e, f		
	Explain that Chinese forms of Buddhism spread throughout Asia.	WHI.4e, f		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultures of Persia, India, and China (continued)	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece	Explain that the physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.	WHI.5a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that the expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.	WHI.5a		
	Explain how the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shaped Greek economic, social, and political development and patterns of trade and colonization using the following information as a guide: Location and place <ul style="list-style-type: none"> • Aegean Sea • Greek peninsula, Europe, Asia Minor • Mediterranean Sea • Black Sea, Dardanelles • Athens, Sparta, Troy • Macedonia 	WHI.5a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Describe the economic and social development of Greece using the following information as a guide: <ul style="list-style-type: none"> · Agriculture (limited arable land) · Commerce and the spread of Hellenic culture · Shift from barter to money economy (coins) 	WHI.5a		
	Describe the political development of Greece using the following information as a guide: <ul style="list-style-type: none"> · Mountainous terrain helped and hindered the development of city-states. · Greek cities were designed to promote civic and commercial life. · Colonization related to overpopulation and the search for arable land. 	WHI.5a		
	Explain that Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.	WHI.5b		
	Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.	WHI.5b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Describe how mythology helped the early Greek civilization explain the natural world and the human condition using the following information as a guide: <ul style="list-style-type: none"> · Based on polytheistic religion · Explanations of natural phenomena, human qualities, and life events 	WHI.5b		
	Identify the impact of Greek gods and goddesses on later civilizations and the contemporary world using the following information as a guide: <ul style="list-style-type: none"> · Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite · Symbols and images in Western literature, art, monumental architecture, and politics 	WHI.5b		
	Explain that classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies.	WHI.5c		
	Explain that contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).	WHI.5c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Describe, using the following information as a guide, the social structure and citizenship in the Greek polis: <ul style="list-style-type: none"> · Citizens (free adult males) had political rights and the responsibility of civic participation in government. · Women and foreigners had no political rights. · Slaves had no political rights. 	WHI.5c		
	Compare the societies of Athens and Sparta using the following information as a guide: Athens <ul style="list-style-type: none"> · Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy · Tyrants who worked for reform: Draco, Solon · Origin of democratic principles: Direct democracy, public debate, duties of the citizen Sparta <ul style="list-style-type: none"> · Oligarchy (rule by a small group) · Rigid social structure · Militaristic and aggressive society 	WHI.5c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Explain that the Greeks defeated the Persian empire and preserved their political independence.	WHI.5d		
	Explain that competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.	WHI.5d		
	Summarize the importance of wars with Persia, from 499 to 449 B.C., to the development of Greek culture using the following information as a guide: <ul style="list-style-type: none"> · Persian wars united Athens and Sparta against the Persian Empire. · Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. · Athens preserved its independence and continued innovations in government and culture. 	WHI.5d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Summarize the importance of the Peloponnesian War (431-404 B.C.) using the following information as a guide: <ul style="list-style-type: none"> · Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League · Resulted in the slowing of cultural advance and the weakening of political power 	WHI.5d		
	Explain that Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization.	WHI.5e, f		
	Summarize the leadership of Pericles and its importance to the development of Athenian life and Greek culture using the following information as a guide: Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars) <ul style="list-style-type: none"> · Pericles extended democracy; most adult males had equal voice. · Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction. 	WHI.5e, f		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Identify contributions of Greek culture to Western civilization using the following information as a guide: <ul style="list-style-type: none"> · Drama: Aeschylus, Sophocles · Poetry: Homer (<i>Iliad</i> and <i>Odyssey</i>) · History: Herodotus, Thucydides · Sculpture: Phidias · Architecture: Types of columns included Doric (Parthenon), Ionian, and Corinthian · Science: Archimedes, Hippocrates · Mathematics: Euclid, Pythagoras · Philosophy: Socrates, Plato, Aristotle 	WHI.5e, f		
	Explain that the Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian War.	WHI.5g		
	Explain that Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.	WHI.5g		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Summarize the Macedonian conquest and Alexander the Great's contributions to the spread of Hellenistic culture using the following information as a guide: Phillip II, King of Macedon · Conquered most of Greece Alexander the Great · Established an empire from Greece to Egypt and the margins of India · Extended Greek cultural influences	WHI.5g		
	Describe the Hellenistic Age using the following information as a guide: · Blend of Greek and oriental elements · Spread of Hellenistic culture through trade	WHI.5g		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Greece (continued)	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D.	Explain that the city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.	WHI.6a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that the Italian peninsula was protected by the sea and an arc of mountains, the Alps.	WHI.6a		
	Summarize the importance of geographic location to the economic, social, and political development of ancient Rome using the following information as a guide: <ul style="list-style-type: none"> • Rome—Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps—Protection • Mediterranean Sea—Protection, sea-borne commerce 	WHI.6a		
	Explain that Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.	WHI.6b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.	WHI.6b		
	Summarize Roman mythology using the following information as a guide: <ul style="list-style-type: none"> · Based on the Greek polytheistic religion · Explanations of natural phenomena, human qualities, and life events 	WHI.6b		
	Describe the Roman gods and goddesses using the following information as a guide: <ul style="list-style-type: none"> · Jupiter, Juno, Apollo, Diana, Minerva, and Venus · Symbols and images in literature, art, monumental architecture, and politics 	WHI.6b		
	Explain that although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.	WHI.6c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Summarize the social structure in the Roman Republic using the following information as a guide: <ul style="list-style-type: none"> · Patricians—Powerful nobility (few in number) · Plebeians—Majority of population · Slaves—Not based on race 	WHI.6c		
	Summarize the citizenship of the Roman Republic using the following information as a guide: <ul style="list-style-type: none"> · Patrician and plebeian men · Selected foreigners · Rights and responsibilities of citizenship (taxes, military service) 	WHI.6c		
	Describe the features of democracy in the Roman Republic using the following information as a guide: <ul style="list-style-type: none"> · Representative democracy · Assemblies · The Senate · Consuls · Laws of Rome codified as Twelve Tables 	WHI.6c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Explain that after the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.	WHI.6d		
	Describe the Punic Wars between Rome and Carthage from 264 to 146 B.C. using the following information as a guide: <ul style="list-style-type: none"> · Rome and Carthage were in competition for trade. · Hannibal invaded the Italian Peninsula. · Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. 	WHI.6d		
	Summarize the evolution of the Roman Empire and spread of Roman culture using the following information as a guide: <ul style="list-style-type: none"> · Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) · Western Europe (Gaul, British Isles) 	WHI.6d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Explain that the Roman Republic, in the face of changing social and economic conditions, failed to survive challenges by Julius Caesar, succumbed to civil war, and was replaced by an imperial regime, the Roman Empire.	WHI.6e, f		
	Summarize the causes for the decline of the Roman Republic using the following information as a guide: <ul style="list-style-type: none"> · Spread of slavery in the agricultural system · Migration of small farmers into cities and unemployment · Civil war over the power of Julius Caesar · Devaluation of Roman currency; inflation 	WHI.6e, f		
	Summarize the origin and evolution of Imperial Rome using the following information as a guide: <ul style="list-style-type: none"> · First triumvirate · Julius Caesar—Seizure of power, assassination · Augustus Caesar—Civil war, defeat of Marc Anthony, Rome’s first emperor · Empire—Unified and enlarged, using imperial authority and the military · Failure to provide for peaceful succession of Emperors 	WHI.6e, f		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Explain that Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.	WHI.6g		
	Explain that, following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.	WHI.6g		
	Describe the Pax Romana using the following information as a guide: <ul style="list-style-type: none"> · Two centuries of peace and prosperity under imperial rule · Expansion and solidification of Roman Empire, particularly in the Near East 	WHI.6g		
	Summarize the economic, social, and political impact of the Pax Romana on the Roman Empire, using the following information as a guide: Economic impact of the Pax Romana <ul style="list-style-type: none"> · Established uniform system of money, which helped to expand trade · Guaranteed safe travel and trade on Roman roads · Promoted prosperity and stability 	WHI.6g		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	(Impact of the Pax Romana continued) Social impact of the Pax Romana <ul style="list-style-type: none"> Returned stability to social classes Increased emphasis on the family Political impact of the Pax Romana <ul style="list-style-type: none"> Created a civil service Developed a uniform rule of law 	WHI.6g		
	Explain that the followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.	WHI.6g		
	Summarize the origins of Christianity within the Roman Empire, using the following information as a guide: <ul style="list-style-type: none"> Had its roots in Judaism Was led by Jesus of Nazareth, who was proclaimed the Messiah Conflicted with polytheistic beliefs of Roman Empire 	WHI.6g		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Summarize the essential beliefs, traditions, and customs of the early Christian faith using the following information as a guide: <ul style="list-style-type: none"> · Monotheism · Jesus as both Son and incarnation of God · Life after death · New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians · Christian doctrine established by early church councils 	WHI.6h		
	Summarize the spread of Christianity using the following information as a guide: <ul style="list-style-type: none"> · Carried by the Apostles, including Paul, throughout the Roman Empire · Slowed as a result of persecution by Roman authorities · Adopted and legalized by Emperor Constantine 	WHI.6h		
	Explain that, as the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence.	WHI.6i		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Summarize the impact of the early Church of Rome in the late Roman Empire using the following information as a guide: <ul style="list-style-type: none"> · Church became an example of moral authority. · Loyalty to the church became more important than loyalty to the Emperor. · Church became main unifying force of Western Europe. 	WHI.6i		
	Explain that conquests and trade spread Roman cultural and technological achievements throughout the Empire.	WHI.6j		
	Explain that western civilization was influenced by the cultural achievements of Rome.	WHI.6j		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D (continued)	Summarize the contribution of ancient Rome using the following information as a guide: <ul style="list-style-type: none"> · Art/architecture: Pantheon, Colosseum, Forum · Technology: Roads, aqueducts, Roman arches · Science: Ptolemy · Medicine: Emphasis on public health (public baths; public water system; medical schools) · Language: Latin, Romance languages · Literature: Virgil's <i>Aeneid</i> · Religion: Roman mythology; adoption of Christianity as the imperial religion · Law: The principle of "innocent until proven guilty" (from the Twelve Tables) 	WHI.6j		
	Explain that over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.	WHI.6k		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	<p>Summarize the following causes for the decline of the Western Roman Empire:</p> <ul style="list-style-type: none"> · Economy—The cost of defense and devaluation of Roman currency · Military—Army membership starting to include invaders, resulting in decline of discipline · Moral decay—People’s loss of faith in Rome and the family · Political problems—Civil conflict and weak administration · Invasion—Attacks on borders 	WHI.6k		
	<p>Summarize the division of the Roman Empire using the following information as a guide:</p> <ul style="list-style-type: none"> · Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople · Survival of Western Roman Empire until 476 A.D., when it ceased to have a Roman Emperor · Eastern Roman Empire (Byzantine Empire) 	WHI.6k		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Ancient Rome 700 B.C. to 500 A.D. (continued)	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Byzantine Empire and Russia 300 to 1000 A.D.	Explain that the capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.	WHI.7a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize the importance of the location of Constantinople using the following information as a guide: <ul style="list-style-type: none"> • Protection of the eastern frontier • Distance from Germanic invasions in the western empire • Crossroads of trade • Easily fortified site on a peninsula bordering natural harbor 	WHI.7a		
	Summarize the role of Constantinople as the capital of the Eastern Roman Empire using the following information as a guide: <ul style="list-style-type: none"> • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture 	WHI.7a		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Byzantine Empire and Russia 300 to 1000 A.D. (continued)	Explain that, as the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.	WHI.7b		
	Explain that, under Justinian, the Byzantine Empire reached its height in culture and prosperity.	WHI.7b		
	Summarize the influence of Emperor Justinian on the expansion of the Byzantine Empire using the following information as a guide: <ul style="list-style-type: none"> · Codification of Roman law (impact on European legal codes) · Reconquest of former Roman territories · Expansion of trade 	WHI.7b		
	Explain that Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.	WHI.7c		
	Explain that Greek and Roman traditions were preserved in the Byzantine Empire.	WHI.7c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Byzantine Empire and Russia 300 to 1000 A.D. (continued)	Summarize the contributions of Byzantine art and architecture using the following information as a guide: <ul style="list-style-type: none"> · Inspiration provided by Christian religion and imperial power · Icons (religious images) · Mosaics in public and religious structures · Hagia Sophia (a Byzantine domed church) 	WHI.7c		
	Explain how Greek and Roman culture survived with the Byzantine Empire using the following information as a guide: <ul style="list-style-type: none"> · Continued flourishing of Greco-Roman traditions · Greek language (as contrasted with Latin in the West) · Greek Orthodox Christianity · Greek and Roman knowledge preserved in Byzantine libraries 	WHI.7c		
	Explain that the cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.	WHI.7d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Byzantine Empire and Russia 300 to 1000 A.D. (continued)	<p>Summarize the characteristics of the Eastern and Western Church and explain the division with the Christian Church using the following information as a guide:</p> <p>Eastern Church</p> <ul style="list-style-type: none"> · Centered in Constantinople · Close to seat of power after Constantinople became capital · Use of Greek language in the liturgy <p>Western Church</p> <ul style="list-style-type: none"> · Centered in Rome · Farther from seat of power after Constantinople became capital · Use of Latin language in the liturgy <p>Division between Western and Eastern Churches</p> <ul style="list-style-type: none"> · Authority of the Pope eventually accepted in the West · Practices such as celibacy eventually accepted in the West 	WHI.7d		
	<p>Explain that Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</p>	WHI.7e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Byzantine Empire and Russia 300 to 1000 A.D. (continued)	Summarize the influence of Byzantine culture on Eastern Europe and Russia using the following information as a guide: <ul style="list-style-type: none"> · Trade routes between Black Sea and Baltic Sea · Adoption of Orthodox Christianity by Russia and much of Eastern Europe · Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet) · Church architecture and religious art 	WHI.7e		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

	Analyze trends in human migration and cultural interaction.	WHI.1e		
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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Islamic Civilization 600 to 1000 A.D.	Explain that the revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.	WHI.8a	<ul style="list-style-type: none"> Group discussions Quizzes Student reports Unit tests Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> Audiovisual materials Education Place National Council for the Social Studies National Geographic Textbook United States Department of Education WorldNet Virginia 1995 History and Social Science Assessment Blueprint 2001 History and Social Science Standards of Learning Curriculum Framework 2002 Sample Instructional Activities
	Summarize the origins of Islam using the following information as a guide: <ul style="list-style-type: none"> Muhammad, the Prophet Mecca and Medina on the Arabian Peninsula: Early Muslim cities 	WHI.8a		
	Explain that Muhammad and his followers spread Islam.	WHI.8a		
	Describe the spread of Islam using the following information as a guide: <ul style="list-style-type: none"> Across Asia and Africa, and into Spain Geographic extent of first Muslim empire 	WHI.8a		
	Explain that Islamic traditions and customs developed over centuries and created a distinct Muslim culture.	WHI.8a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Islamic Civilization 600 to 1000 A.D. (continued)	Summarize the beliefs, traditions, and customs of Islam using the following information as a guide: <ul style="list-style-type: none"> · Monotheism (Allah, Arabic word for “God”) · Quran (Koran): The word of God · Five pillars of Islam · Acceptance of Judeo-Christian prophets, including Moses and Jesus 	WHI.8a		
	Explain that in the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires.	WHI.8b		
	Explain how geography influenced the rapid expansion of territory under Muslim rule using the following information as a guide: <ul style="list-style-type: none"> · Diffusion along trade routes from Mecca and Medina · Expansion despite great distances, desert environments, and mountain barriers · Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires 	WHI.8b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Islamic Civilization 600 to 1000 A.D. (continued)	Explain that political unity and the Arabic language facilitated trade and stimulated intellectual activity.	WHI.8b		
	Explain how political and cultural geography influenced economic, social, and political development in the early Islamic lands using the following information as a guide: <ul style="list-style-type: none"> Political unity of the first Muslim empire was short-lived. Arabic language spread with Islam and facilitated trade across Islamic lands. Slavery was not based on race. 	WHI.8b		
	Explain that major historical turning points marked the spread and influence of Islamic civilization. Identify these turning points using the following information as a guide: <ul style="list-style-type: none"> Sunni-Shi'a division Muslim conquest of Jerusalem and Damascus Muslim defeat at the Battle of Tours 	WHI.8c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Islamic Civilizaion 600 to 1000 A.D. (continued)	Explain that early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.	WHI.8d		
	Explain that Islamic civilization preserved and extended ancient Greek, Persian, and Indian learning.	WHI.8d		
	<p>Summarize the cultural and scientific contributions of Islamic civilization using the following information as a guide:</p> <p>Cultural contributions and achievements</p> <ul style="list-style-type: none"> · Architecture (Dome of the Rock) · Mosaics · Arabic alphabet · Universities · Translation of ancient texts into Arabic <p>Scientific contributions and achievements</p> <ul style="list-style-type: none"> · Arabic numerals (adapted from India), including zero · Algebra · Medicine · Expansion of geographic knowledge 	WHI.8d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Islamic Civilization 600 to 1000 A.D. (continued)	Analyze and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Europe during the Middle Ages 500 to 1000 A.D.	Explain that the Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.	WHI.9a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that during the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.	WHI.9a		
	Summarize the foundations of early medieval society using the following information as a guide: <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes 	WHI.9a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Europe during the Middle Ages 500 to 1000 A.D. (continued)	<p>Summarize the influence of the Roman Catholic Church using the following information as a guide:</p> <ul style="list-style-type: none"> · Roman authority declined, while church authority grew. · Monasteries preserved Greco-Roman cultural achievements. · Missionaries carried Christianity and Latin alphabet to Germanic tribes. · Pope anointed Charlemagne Holy Roman Emperor in 800 A.D. · Parish priests served religious and social needs of the people. 	WHI.9a		
	<p>Explain that the decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with land-holding lords who promised them protection.</p>	WHI.9b		
	<p>Explain that invasions shattered Roman protection over the Empire.</p>	WHI.9b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Europe during the Middle Ages 500 to 1000 A.D. (continued)	Describe the feudal society during the Middle Ages using the following information as a guide: <ul style="list-style-type: none"> · Fief · Vassals · Serfs · Feudal obligations 	WHI.9b		
	Explain how the medieval manor functioned as a social and economic system using the following information as a guide: <ul style="list-style-type: none"> · Rigid class structure · Self-sufficient manors 	WHI.9b		
	Explain that Frankish kings used military power to expand their territory.	WHI.9c		
	Explain that the alliance between Frankish kings and the church reestablished Roman culture in Western Europe.	WHI.9c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Europe during the Middle Ages 500 to 1000 A.D. (continued)	<p>Explain the Age of Charlemagne and how he revived the idea of the Roman Empire using the following information as a guide:</p> <ul style="list-style-type: none"> · Franks emerged as a force in Western Europe. · Pope crowned the Emperor of the Holy Roman Empire. · Power of the church was established in political life. · Roman culture was revived. 	WHI.9c		
	<p>Explain that invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.</p>	WHI.9d		
	<p>Describe the areas of settlement of the Angles, Saxons, Magyars, and Vikings using the following information as a guide:</p> <ul style="list-style-type: none"> · Angles and Saxons from continental Europe to England · Magyars from Central Asia to Hungary · Vikings from Scandinavia to Russia 	WHI.9d		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Europe during the Middle Ages 500 to 1000 A.D. (continued)	Summarize the influence of the invasions of the Angles, Saxons, Magyars, and Vikings on the development of Europe using the following information as a guide: <ul style="list-style-type: none"> · Manors with castles provided protection from invaders, reinforcing the feudal system. · Invasions disrupted trade, towns declined, and the feudal system was strengthened. 	WHI.9d		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		
	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere	Explain that during the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.	WHI.10a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	List the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. using the following information as a guide: <ul style="list-style-type: none"> • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia 	WHI.10a		
	Explain that regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia.	WHI.10b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere (continued)	<p>Explain, using the following information as a guide, how trade facilitated the diffusion of goods and ideas among different cultures:</p> <p>Goods</p> <ul style="list-style-type: none"> · Gold from West Africa · Spices from lands around the Indian Ocean · Textiles from India, China, the Middle East, and later Europe · Porcelain from China and Persia <p>Technology</p> <ul style="list-style-type: none"> · Paper from China through the Muslim world to Byzantium and Western Europe · New crops from India (e.g., for making sugar) · Waterwheels and windmills · Navigation—Compass from China, lateen sail from Indian Ocean <p>Ideas</p> <ul style="list-style-type: none"> · Spread of religions across the hemisphere <ul style="list-style-type: none"> – Buddhism from China to Korea and Japan – Hinduism and Buddhism from India to Southeast Asia – Islam into West Africa, Central and Southeast Asia · Printing and paper money from China 	WHI.10b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere (continued)	Explain that Japanese cultural development was influenced by proximity to China.	WHI.10c		
	Summarize the influence of geography on Japan's development using the following information as a guide: <ul style="list-style-type: none"> · Mountainous Japanese archipelago (four main islands) · Sea of Japan or East Sea between Japan and Asian mainland · Proximity to China and Korea 	WHI.10c		
	Explain, using the following information as a guide, how Chinese culture influenced Japan: <ul style="list-style-type: none"> · Writing · Architecture · Buddhism 	WHI.10c		
	Explain that Shinto and Buddhism coexisted as religious traditions in the Japanese culture.	WHI.10c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere (continued)	Summarize the Shinto traditions using the following information as a guide: <ul style="list-style-type: none"> · Ethnic religion unique to Japan · Importance of natural features, forces of nature, and ancestors · State religion; worshipping the emperor · Coexistence with Buddhism 	WHI.10c		
	Explain that African civilizations developed in sub-Saharan west and east Africa.	WHI.10d		
	Explain that states and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southern Africa.	WHI.10d		
	Identify, using the following information as a guide, the characteristics of civilizations in sub-Saharan Africa during the medieval period: Axum <ul style="list-style-type: none"> · Location relative to the Ethiopian Highlands and the Nile River · Christian kingdom 	WHI.1a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere (continued)	(Characteristics of civilizations in sub-Saharan Africa continued) Zimbabwe <ul style="list-style-type: none"> · Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast · City of “Great Zimbabwe” as capital of a prosperous empire West African kingdoms <ul style="list-style-type: none"> · Location of Ghana, Mali, Songhai empires relative to Niger River and the Sahara · Importance of gold and salt to trans-Saharan trade · City of Timbuktu as center of trade and learning · Role of animism and Islam 	WHI.10d		
	Explain that trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.	WHI.10d		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHI.1b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Eastern Hemisphere (continued)	Identify major geographic features important to the study of world history.	WHI.1c		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Mayan, Aztec, and Incan Civilizations	Explain that the Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.	WHI.11a, b	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 73 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social • 2002 Sample Instructional Activities
	<p>Identify the characteristics of the Mayan, Aztecs, and Incan civilizations, using the following information as a guide:</p> <p>Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rain forest • Represented by Chichén Itzá • Group of city-states ruled by a king • Economy based on agriculture and trade • Polytheistic religion—Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none"> • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture • Polytheistic religion, based on warfare—Pyramids 	WHI.11a, b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Mayan, Aztec, and Incan Civilizations (continued)	(Characteristics of the Mayan, Aztecs, and Incan civilizations continued) Incan civilization <ul style="list-style-type: none"> • Located in the Andes Mountains of South America • Represented by Machu Picchu • Ruled by an emperor • Economy based on high-altitude agriculture • Polytheistic religion • Road system 			
	Identify, using the following information, the achievement of Mayan, Aztec, and Incan civilizations: <ul style="list-style-type: none"> • Calendars • Mathematics • Writing system 	WHL.11a, b		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.	WHL.1b		
	Identify major geographic features important to the study of world history.	WHL.1c		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Mayan, Aztec, and Incan Civilizations (continued)	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.	WHI.1d		
	Analyze trends in human migration and cultural interaction.	WHI.1e		
Late Medieval Period	Explain that European monarchies consolidated power and began forming nation-states in the late medieval period.	WHI.12a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain, using the following information as a guide, how European nation-states expanded their territories and consolidated their power: England <ul style="list-style-type: none"> • William the Conqueror, leader of the Norman Conquest, united most of England. • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the King's power. • The Hundred Years' War between England and France helped define England as a nation. 	WHI.12a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval Period (continued)	<p>(European nations-states continued)</p> <p>France</p> <ul style="list-style-type: none"> • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France. • The Hundred Years' War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. <p>Spain</p> <ul style="list-style-type: none"> • Ferdinand and Isabella unified the country and expelled Muslim Moors. • Spanish Empire in the Western Hemisphere expanded under Philip II. <p>Russia</p> <ul style="list-style-type: none"> • Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation. • Power was centralized in the hands of the tsar. • The Orthodox Church influenced unification. 			

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval Period (continued)	Explain that crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.	WHI.12b		
	<p>Identify, using the following information as a guide, the key events and effects of the Crusades:</p> <p>Key events of Crusades</p> <ul style="list-style-type: none"> • Pope Urban's speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders <p>Effects of Crusades</p> <ul style="list-style-type: none"> • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire 	WHI.12b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval Period (continued)	Explain that Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.	WHI.12b		
	Summarize the effects of the Mongol army invasions using the following information as a guide: <ul style="list-style-type: none"> Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside Created an empire 	WHI.12b		
	Describe the effects of the Ottoman invasions of Europe.	WHI.12b		
	Explain that Ottoman Turks conquered the Byzantine Empire.	WHI.12b		
	Describe the impact Ottoman invasions had on Constantinople using the following information as a guide: <ul style="list-style-type: none"> Fell to the Ottoman Turks in 1453, ending the Byzantine Empire Became capital of the Ottoman Empire 	WHI.12b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval Period (continued)	Explain that in the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe.	WHI.12c		
	Summarize, using the following information as a guide, the impact the Black Death had on economic and social institutions in much of Asia and then in Europe: <ul style="list-style-type: none"> Decline in population Scarcity of labor Towns freed from feudal obligations Decline of church influence Disruption of trade 	WHI.12c		
	Explain that education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.	WHI.12d		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval Period (continued)	Summarize, using the following information as a guide, how European scholars began to interpret and value ancient learning: Church scholars <ul style="list-style-type: none"> • Were among the very few who could read and write • Worked in monasteries • Translated Greek and Arabic works into Latin • Made new knowledge in philosophy, medicine, and science available in Europe • Laid the foundation for the rise of universities in Europe 	WHI.12d		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.	WHI.1b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Medieval (continued)	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.	WHI.1d		
	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.	WHI.1e		
Renaissance	Explain that the Crusades stimulated trade by introducing Europeans to many desirable products.	WHI.13a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 73 for complete reference information</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that trade promoted frequent contacts with the Byzantine and Muslim Empires.	WHI.13a		
	Summarize the economic effects of the Crusades using the following information as a guide: <ul style="list-style-type: none"> • Increased demand for Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking 	WHI.13a		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Renaissance (continued)	Explain that new economic institutions developed during the Renaissance.	WHI.13a		
	<p>Identify, using the following information as a guide, the economic concepts of the Renaissance:</p> <ul style="list-style-type: none"> • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy. • Letters of credit served to expand the supply of money and expedite trade. • New accounting and bookkeeping practices (use of Arabic numerals) were introduced. 	WHI.13a		
	Explain that wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.	WHI.13b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Renaissance (continued)	Summarize, using the following information as a guide, the benefit of geographic location to northern Italian cities during the Renaissance period. Include an explanation of how these cities achieved importance and developed politically: Florence, Venice, and Genoa <ul style="list-style-type: none"> Had access to trade routes connecting Europe with Middle Eastern markets Served as trading centers for the distribution of goods to northern Europe Were initially independent city-states governed as republics 	WHI.13b		
	Explain that Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.	WHI.13b		
	Describe Machiavelli's ideas about power as defined in his book, <i>The Prince</i> , using the following information as a guide: <ul style="list-style-type: none"> An early modern treatise on government Supported absolute power of the ruler Maintains that the end justifies the means Advises that one should do good if possible, but do evil when necessary 	WHI.13b		

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World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Renaissance (continued)	Explain that the Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly secular.	WHI.13c		
	Explain that medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.	WHI.13c		
	Identify prominent Italian Renaissance artists and writers using the following information as a guide: <ul style="list-style-type: none"> Leonardo da Vinci—<i>Mona Lisa</i> and <i>The Last Supper</i> Michelangelo—Ceiling of the Sistine Chapel and <i>David</i> Petrarch—Sonnets, humanist scholarship 	WHI.13c		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Renaissance (continued)	Explain how classical knowledge of the ancient Greeks and Romans fostered humanism in the Italian Renaissance.	WHI.13c		
	Summarize humanism using the following information as a guide: <ul style="list-style-type: none"> • Celebrated the individual • Stimulated the study of Greek and Roman literature and culture • Was supported by wealthy patrons 	WHI.13d		
	Explain the, with the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.	WHI.13d		
	Identify, using the following information as a guide, how ideas of the Italian Renaissance changed as they became adopted in northern Europe: <ul style="list-style-type: none"> • Growing wealth in Northern Europe supported Renaissance ideas. • Northern Renaissance thinkers merged humanist ideas with Christianity. • The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas. 	WHI.13d		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Renaissance (continued)	Identify, using the following information as a guide, the important artists and writers of the Northern Renaissance: <ul style="list-style-type: none"> Erasmus—<i>The Praise of Folly</i> (1511) Sir Thomas More—<i>Utopia</i> (1516) 	WHI.13a		
	Explain that Northern Renaissance artists portrayed religious and secular subjects.	WHI.13d		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.	WHI.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.	WHI.1b		
	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.	WHI.1d		
	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.	WHI.1e		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

World History and Geography to 1500 A.D. Sample Scope and Sequence

Resources

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia’s Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

Documents of American History – <http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>

Education Place, Houghton Mifflin – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

GovSpot – <http://www.govspot.com>

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute – <http://www.si.edu/info/education.htm>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

Virginia Historical Society – <http://vahistorical.org>

Virginia Museum of Fine Arts – <http://vmfa.state.va.us/>

World Net Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/his_ss_framework.html

2002 Sample Instructional Activities - <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

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